

# GREAT LAKES ACADEMY PRINCIPAL EVALUATION

## DESCRIPTION OF PERFORMANCE RATING

*The evaluator will assess the employee's job performance on the School Advance Administrator Evaluation System using the rating system below:*

**Highly Effective**- Administrator Consistently Meets Job Performance Requirement- Administrator's work behavior enhances performance as a leader and meets criteria expected for the job.

**Effective**- Administrator Attempts to Meet Job Performance Requirement- Administrator's work behavior is adequate, usually accomplishing the criteria expected for the job.

**Minimally Effective**- Administrator Inconsistently Meets Job Performance Requirement- Administrator's work behavior may hinder performance as a leader. Evidence shows job performance that is less than the criteria expected and indicating a need for improvement.

**Ineffective**- Administrator Does Not Meet Job Performance Requirement- Administrator's work behavior significantly detracts from performance as a leader. Evidence shows performance that is substantially below expectations and indicates a need for improvement. Performance improvement must be specified in Professional Growth Plan.

### **Principal Weighting**

Board of Directors	20%
Human Resources	20%
Staff	10%
Parents/Guardians	10%
Student Growth	<b>40%*</b>

<b>Performance Rating Scale</b>					
<b>Ineffective(1) Minimally Effective (2) Effective (3) Highly Effective(4)</b>					
<b>Domain I. Results-Employees Only</b>					
<b>Elements</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Comments</b>
Teacher Results	Does not show improvement in the percentage of teachers whose students meet established student achievement targets on specified assessments	Shows improvement in the percentage of teachers whose students meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets on specified assessments and/or	Click here to enter text.
Student Results	Does not show improvement in the percentage of building students who meet established student achievement targets on specified assessments	Shows improvement in the percentage of building students who meet established student achievement targets on specified assessments; and/or	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments; and/or	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified assessments; and/or	Click here to enter text.
Student Results Achievement Gaps	Does not show improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified	Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified	Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified	Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified	Click here to enter text.

	assessments	assessments; and/or	assessments; and/or	assessments; and/or	
School Results	Does not show improvement on identified school process and program improvement targets based on the school's improvement plan	Shows improvement on identified school process and program improvement targets based on the school's improvement plan	Meets established annual school process and program improvement targets based on the school's improvement plan	Exceeds established annual school process and program improvement targets based on the school's improvement plan	<a href="#">Click here to enter text.</a>
<b>Domain II. Leadership-Board of Directors</b>					
<b>Elements</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Comments</b>
Personal Vision	Does not maintain nor communicate an informed vision of success for all students	Maintains and communicates an informed vision of success for all students	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual	And sets both an example and an expectation for treating all persons with civility, respect, and dignity	<a href="#">Click here to enter text.</a>
Shared Vision	Does not work with staff, students, nor community to build a shared vision of learning for all students	Works with staff, students, parents, and community to build a shared vision of learning for all students	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success	<a href="#">Click here to enter text.</a>
Informed	Does not use valid data, information or research to inform goals, strategies or practices	Uses valid data, information, and research to inform goals, strategies, and practices	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results	<a href="#">Click here to enter text.</a>
Strategic and Systemic	Does not establish nor maintain focus	Establishes and maintains focus on both short	And works with staff to establish individual and	And works with staff, students and parents to	<a href="#">Click here to enter text.</a>

	on short nor long term priorities or strategies to drive the work of the school	and long term priorities and strategies to drive the work of the school	shared short/long term priorities and strategies that align with school and district goals	link school priorities and strategies into a systemic plan to achieve school and district goals	
Fair, Legal, Honest, Ethical and Professional	Does not conduct his/her work in a fair, legal, or ethical manner	Conducts his/her work in a fair, legal, and ethical manner	And, holds school personnel accountable for fair, legal, and ethical conduct	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct	<a href="#">Click here to enter text.</a>
Resilient	Does not maintain effective personal work habits, is not reliable nor consistent in fulfilling responsibilities, nor renews personal commitment	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal	<a href="#">Click here to enter text.</a>

**Domain III. Programs-Board of Directors**

<b>Elements</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Comments</b>
Curriculum	Does not ensure that staff understands or use the district curriculum consistently to plan and deliver instruction	Ensures that staff understands and use the district curriculum consistently to plan and deliver instruction	And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core	And assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the	<a href="#">Click here to enter text.</a>

			curriculum standards and differentiate instruction to meet the needs of all students	curriculum relevant for all students and understood by all parents	
Instruction	Does not have a working knowledge of effective instruction or use that knowledge to monitor instruction, provide teacher feedback, or dialogue about meeting student needs	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs	And assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs	And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students	<a href="#">Click here to enter text.</a>
Assessment	Does not have a working knowledge of assessment practices or instruments nor works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect student	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices	<a href="#">Click here to enter text.</a>
Policies, Laws and Procedures	Does not maintain current knowledge or act in accordance with state or federal laws, school	Maintains current knowledge and acts in accordance with state and federal laws, school	And informs and holds staff accountable for adherence to state and federal laws, school safety practices,	And monitors, evaluates, and improves school routines and processes to better align and support legal,	<a href="#">Click here to enter text.</a>

	safety practices, employee contracts or district policies	safety practices, employee contracts, and district policies	employee contracts, and district policies	safe, and ethical school operations and to develop positive employee relations	
Systems, Processes, and Procedures	Does not follow district or establish school systems, processes, or procedures that guide the operation of the school	Follows district and establishes school systems, processes, and procedures that guide the operation of the school	And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district	And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures	<a href="#">Click here to enter text.</a>
Allocation and Management	Does not establish procedures for or regularly monitor the school's fiscal management or financial status	Establishes procedures for and regularly monitors the school's fiscal management and financial status	And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals	And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals	<a href="#">Click here to enter text.</a>

**Domain IV. Processes-Board of Directors**

<b>Elements</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Comments</b>
Relationships	Does not form relationships with staff, students, families or the broader school community	Forms relationships with staff, students, families and the broader school community	And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the	<a href="#">Click here to enter text.</a>

			to the needs of a diverse school community	school	
Inclusion	Does not welcome or invite parents or members of the diverse community to be involved with the school	Welcomes and invites parents and members of the diverse community to be involved with the school	And responds to concerns of students, parents, and the community— involving them in ways that are meaningful and relevant	And ensures all segments of the community are included, involved, respected, and valued	<a href="#">Click here to enter text.</a>
Communications	Does not communicate regularly with internal or external stakeholders about student achievement	Communicates regularly with internal and external stakeholders about student achievement	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child’s education	<a href="#">Click here to enter text.</a>
Collaborative Inquiry	Does not create school routines to examine or question student and school results	Creates school routines to examine and question student and school results	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work	<a href="#">Click here to enter text.</a>
Systematic Use of Multiple Data Sources	Does not work with staff to use multiple forms of student data (including sub-groups) or school data to identify school improvement goals	Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school	<a href="#">Click here to enter text.</a>

			to achieve the school improvement go	improvement goals and strategies	
Data Systems	Is not knowledgeable about, nor sets clear expectations for staff use of the school's data systems	Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring als	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring	<a href="#">Click here to enter text.</a>
<b>Domain V. Systems-Board of Directors</b>					
<b>Elements</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Comments</b>
Personal Use of Technology	Does not know nor utilize computer, mobile communication devices, programs, or systems necessary for meeting job responsibilities and maintaining effective communications	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology	<a href="#">Click here to enter text.</a>
Learning and Teaching with Technology	Does not ensure that staff have the necessary training, support, direction, or monitoring to make effective use of technology for	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community	<a href="#">Click here to enter text.</a>



	communications or routine job responsibilities	communications and routine job responsibilities	curriculum management, instruction, and assessment	involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results	
Leadership for Technology	Does not build a shared vision with staff or parents for using technology to enhance classroom instruction and improve student results	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results	<a href="#">Click here to enter text.</a>
Professional Development	Does not develop a personal growth plan or assist staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, or coaching	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation	And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results	<a href="#">Click here to enter text.</a>

	systems				
Leadership Development	Does not involve staff in school decision making processes or recognize staff leadership	Involves staff in school decision making processes and recognizes staff leadership	And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school	And identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school	<a href="#">Click here to enter text.</a>

**Measures for Student Data/Growth**

**NWEA (K-8)**

- +2 Target plus 5 RIT points or more
- +1 Target plus 3-4 RIT points
- 0 Target within 2 RIT points
- 1 within 3-4 points of RIT Target
- 2 within 5 or more RIT points of Target

**Fountas & Pinnell (stages: Beg, Dev, & Sec.) Fall to Spring**

- +2 Year's growth (3 stages) plus 2 or more stages
- +1 Year's growth (3 stages) plus 1 more stage

0 Year's growth (3 stages)

-1 Moved 2 stages

-2 Moved 1 stage

**RATINGS ON INDIVIDUAL RUBRICS**

I. Domain 1- Results: \_\_\_\_\_points

II. Domain 2- Leadership: \_\_\_\_\_points

III. Domain 3- Programs: \_\_\_\_\_points

IV. Domain 4- Processes: \_\_\_\_\_points

V. Domain 5- Systems: \_\_\_\_\_points

**Board-** Total Points of Parts I-V. \_\_\_\_\_ divided by 27 categories = \_\_\_\_\_ rating \* 20% = \_\_\_\_\_ rating

**HR-** Total Points of Parts I-V. \_\_\_\_\_ divided by 27 categories = \_\_\_\_\_ rating \* 20% = \_\_\_\_\_ rating

**Staff-** Total Points of Parts I-V. \_\_\_\_\_ divided by 23 categories = \_\_\_\_\_ rating \* 10% = \_\_\_\_\_ rating

**Parents-** Total Points of Parts I-V. \_\_\_\_\_ divided by 9 categories = \_\_\_\_\_ rating \* 10% = \_\_\_\_\_ rating

**Student Growth-** Total Points of Part I \_\_\_\_\_ divided by 5 categories = \_\_\_\_\_ rating \* 40% = \_\_\_\_\_ rating

End Parts **Board** I.-V. rating \_\_\_\_\_ + End Parts **HR** I.-V. rating \_\_\_\_\_ + End Parts **Staff** I.-V. rating \_\_\_\_\_ + End Parts **Parents** I.-V. rating \_\_\_\_\_ + End Part rating \_\_\_\_\_ =

\_\_\_\_\_ **Overall Evaluation Rating**

(Circle One) **Highly Effective (4)**      **Effective (3)**      **Minimally Effective (2)**  
**Ineffective (1)**

**Evaluator Comments:**

**Staff**

**Member**

**Strengths:**

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**Staff**

**Member**

**Developmental**

**Needs:**

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**Employee**

**Comments:**

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The employee's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.

Employee: \_\_\_\_\_

Date:

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Evaluator: \_\_\_\_\_

Date:

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